DOCUMENT RESUME

ED 466 806 CS 511 284

TITLE	Using Results To Improve Student Learning: Reading, Grade 7. Released Items, 2001. WASL--Washington Assessment of Student Learning.
INSTITUTION	Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE	2001-00-00
NOTE	29p.; For grade 10, see CS 511 285.
AVAILABLE FROM	For full text: http://www.k12.wa.us/assessment/testquestions.asp.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Achievement; Administrator Guides; *Grade 7; Junior High Schools; *Reading Achievement; Reading Skills; *Reading Tests; Scoring; Teaching Guides; Test Content; *Test Items
IDENTIFIERS	*Essential Academic Learning Requirements WA; *Washington Assessment of Student Learning

ABSTRACT

This publication contains released test items for grade 7 reading from the 2001 Washington Assessment of Student Learning (WASL). It is designed to assist teachers and administrators in the analysis of specific test items in order to identify patterns, trends, weaknesses, and strengths of student performance on the Essential Academic Learning Requirements (EALRs). This publication includes a released item booklet and an item analysis report. The released item booklet contains: WASL passages for reading and items from the 2001 Operational Test; a table for each item where school-level, district level, and state level data information can be transferred; information to indicate the learning target and strand information for each item; and item specific scoring guides, student work at representative score points, and annotated explanations for scores. The item analysis report includes: a list of all released items referenced to learning strands and learning targets; multiple choice items which include the percent of students who responded to each possible answer; and percentage of students who scored at each score point by school, district, and state for the constructed-response items. (PM)

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ED 466 806

WASL—Washington Assessment of Student Learning

A Component of the Washington State Assessment Program

Using Results to Improve Student Learning

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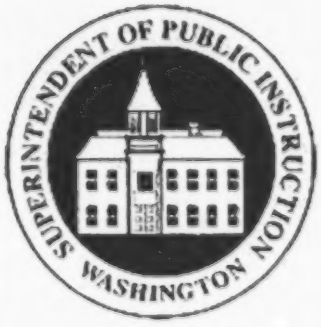
Reading
Grade 7
Released Items 2001



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October 10, 2001

Dear Washington State Educators:

It is with great pleasure that the Office of the Superintendent of Public Instruction (OSPI) offers this new publication containing released test items from the 2001 Washington Assessment of Student Learning (WASL). This publication is designed to assist teachers and administrators in the analysis of the results of specific test items in order to identify patterns, trends, weaknesses and strengths of student performance on the Essential Academic Learning Requirements (EALRs).

In this packet, you will find actual test items that were used on the Spring 2001 WASL test in reading and mathematics. There are three types of test questions:

- multiple choice questions where students earn one point by selecting the right answer from a few options
- short answer questions where students earn up to two points by answering a question using a few sentences or labeled illustrations
- extended response questions where students can earn up to four points by constructing a response that includes several elements including evidence from the text or labeled illustrations

The writing prompts are not included because you will be receiving the 2001 writing prompts along with annotated student work.

As a teacher, or as a district or building administrator, you will be able to analyze the actual test items and the data that accompanies them to learn more about students in your school and district. You will be able to compare the performance of your school to your district or the state. By analyzing the differences in the data and the relationship that each question has with the EALRs, you will be able to identify where performance is strong and weak in your school and district. We encourage you to provide opportunities for students, teachers, and parents to work with the item-specific scoring guides in reading and mathematics and the annotated student responses that illustrate each score point.

OSPI hopes that you will use the information to begin a thoughtful, impassioned dialogue about what we expect our students to know and be able to do and how well they need to do it. We expect that this material will initiate conversations among administrators, faculty, students, and parents to how this information can impact our teaching, our learning, and our communication. Plans to improve student learning should not be made based on these results alone. It is important to also include the results from other assessments used by the teacher, school, and/or district.

In October, OSPI will conduct regional training on the effective use of these materials.

Congratulations on our work to improve student learning in Washington. Let's continue our fine work as we move forward toward our goal of increasing all student achievement and to create thoughtful, competent citizens for the 21st Century. I encourage you to search our website for further resources (www.k12.wa.us).

Sincerely,

Terry Bergeson

Dr. Terry Bergeson
State Superintendent of
Public Instruction

How to Use this Released Item Booklet and the Item Analysis Report

Introduction:

You should have two documents: one, this Released Item Booklet and two, the Item Analysis Report. These two documents should be used together to help administrators and teachers understand released WASL items that reflect content-specific learning strands and targets which are derived Essential Academic Learning Requirements.

This **Released Item Booklet** includes the following information:

- WASL passages (for reading) and items from the 2001 Operational Test
- A table for each item where you can transfer the school-level, district-level, and state-level data information
- Information to indicate the learning target and strand information for each item
- Item-specific scoring guides, student work at representative score points, and annotated explanations for scores

The **Item Analysis Report** includes the following information:

- A list of all released items referenced to learning strands and learning targets
- Multiple choice items include the percent of students who responded to each possible answer. Correct answers have asterisks. Information is presented by the percent of students responding to each possible answer by school, by district, and by state.
- For constructed-response items, including short answers and extended response, information is presented by the percent of students who scored at each score point by school, by district, and by state.

How to Understand Your Data:

- First, transfer your data from the Item Analysis Report to the Released Item Booklet. Transfer all the information for each item into each table. By transferring the data, you will have all the information in one place.
- Second, examine the item types that represent the school's or the district's strengths or weaknesses. Does the school or district perform well on multiple choice items? Constructed-response items? What percent of students in a school or a district left constructed-response items blank or earned a zero?
- Third, examine the learning strands and targets represented by each item. Group together targets that represent strengths or weaknesses for a school or a district. Do the targets all fit underneath one particular strand or do they belong to several strands?
- Fourth, look for trends. Does a school perform markedly lower on a particular item in comparison to the district or the state? Does a school or a district perform markedly higher on a particular item in comparison to the state?

Introduction to Reading Released Items

Welcome to the Released Item Booklet for the WASL 2001 reading items. In this booklet you will find two passages, one literary and one informational, that were featured on the spring 2001 WASL test for reading. In addition to the passages, we have included the items that were used on the test in conjunction with the passages.

There are three types of test items: multiple choice questions where students earn one point by selecting the right answer from a few options; short answer questions where students earn up to two points by answering questions using a few sentences and extended response questions where students can earn up to four points by constructing a response that includes several elements including textual evidence from the passage.

Please note that in releasing a literary passage and an informational passage for the 2001 WASL test for reading, OSPI is releasing approximately 40% of the reading WASL. Each year, the reading WASL is comprised of five passages—usually two literary passages and three informational passages. The passages that were not released this year will be used on future WASLs and will be released at a later date. However, we do plan to release two passages and their items every year to assist teachers and administrators in understanding the types of passages found on the WASL. These released items also provide invaluable opportunities for teachers and administrators to become familiar with the types of reading items derived from the reading EALRs while also becoming experienced with the item-specific scoring guides and annotated samples of student responses.

You may want to become familiar with the WASL test and item specifications (located on our website-www.k12.wa.us) as you study the passages, the items, your school or district's data, and the annotated student responses contained in this Released Item Booklet. Each item that is featured in this booklet represents a "learning target" which is a reading skill derived from the EALRs that can be captured in a paper and pencil assessment. Similar targets, or reading skills, are organized underneath larger reading strands, which are more general descriptions of a collection of similar reading skills.

As you begin to analyze your data, think about what would account for the performance of students on particular items. Although many of the items can represent strength and weaknesses across schools, districts, and the state, attempt to maintain the whole picture in your analysis. Staff at OSPI recommends that you examine the items themselves closely and ask yourselves, "What do we expect our students to know and be able to do in order to be successful on this item?"

In order to assist you in your efforts in understanding and using the Released Item Test Booklet, please do not hesitate to search our website for further resources or call our offices in Olympia for further information.

Seventh Grade Informational Passage

Directions: Read the selection and answer the questions.

The Ups and Downs of Space Travel

by Jack Myers

Can we live without gravity? Sometime before our next big adventure into space we need to find an answer to that question.

We know about some problems for the human body that occur on short space flights. Our astronauts have lived in space for a few months, and two Russians hold a record of a full year in space. But taking a round trip to Mars, for example, might take three years.

Actually there may be no such thing as zero gravity. Astronauts in satellites orbiting Earth are living in microgravity—about a millionth of the gravity at Earth's surface. It's so small that there is no feeling of up or down.

Why should gravity be important? You seldom think about it, but that's just because it's always there. Many of your muscles work against the effects of gravity. So it's no surprise that your body works differently under microgravity.

From studies on astronauts we know some effects of microgravity. One important effect occurs in the body's balancing system. Under microgravity the system gets confused about up and down. About half of all astronauts get space sickness. That's like car sickness and includes all the bad feelings that lead to vomiting. Fortunately it usually doesn't last long.

A second effect on the body occurs in the blood supply system. Under microgravity blood shifts to the chest and head. Coming back to Earth leads to an opposite shift back to the legs. This may result in a feeling of faintness lasting several days.

There are also some longer-lasting effects. Muscles slowly waste away, just as they always do when not being used. And without the weight of gravity to work against, bones slowly lose calcium and become lighter and weaker.

Two ways have been found to counter the effects of microgravity. Astronauts can wear special suits that fit tightly in certain places to keep the blood more normally distributed. And astronauts spend several hours a day in exercise, strapped down to a stationary bicycle. Exercise provides action for bones and muscles.

We have learned a lot about microgravity, but not enough to be certain that it is not harmful to the human body in really long space flights. Like any new exploration, a long space flight—like one to Mars—will have some unknown dangers. The effects of microgravity on the body may be one of them.

"The Ups and Downs of Space Travel" by Jack Myers. Copyright © 1993 by Highlights for Children, Inc., Columbus, Ohio. Reprinted by permission.

6 This selection talks about *microgravity*. Which phrase best gives the meaning of *microgravity*?

- ○ **A.** No gravity
- ○ **B.** Little gravity
- ○ **C.** Normal gravity
- ○ **D.** Much gravity

Item Information:

Correct Answer: B

Strand: Informational—comprehends important ideas and details

Learning Target: Interpret general and specialized vocabulary critical to the meaning of the text

Performance Data (Use this space to fill in student performance information for your school, district, and the state.):

Percent Distribution			
School	District	State	Responses (* = correct response)
			A
			B*
			C
			D
			NR

7 Summarize the main points of this selection in your own words. Be sure to include at least **three** main points in your summary.

Item Information:

Score points: 2 (see pages 28-31 for examples of each score point)

Strand: Informational—comprehends important ideas and details

Learning Target: Summarize text

Performance Data (Use this space to fill in student performance information for your school, district, and the state.):

Percent Distribution			
School	District	State	Points
			0
			1
			2
			NR
			Mean:

8 Which idea does this selection suggest?

- ○ **A.** The body works hard under normal gravity.
- ○ **B.** Gravity has little to do with balance.
- ○ **C.** Microgravity is strongest near Earth's surface.
- ○ **D.** People adjust easily to travel in space.

Item Information:

Correct Answer: A

Strand: Informational—comprehends important ideas and details

Learning Target: Make inferences or predictions

Performance Data (Use this space to fill in student performance information for your school, district, and the state.):

Percent Distribution			
School	District	State	Responses (* = correct response)
			A*
			B
			C
			D
			NR

9 What is the author's purpose in this selection? Circle your choice.

To explain how space flight works

To suggest a drawback to space flight

To promote the space program

Give **three** details from the selection to support your choice.

9 (continued)

Item Information:

Score points: 4 (see pages 32-36 for examples of each score point)

Strand: Informational—thinks critically

Learning Target: Analyze author's purpose and evaluate effectiveness for different audiences (includes fact/opinion, author's point of view, tone, and use of persuasive devices)

Performance Data (Use this space to fill in student performance information for your school, district, and the state.):

Percent Distribution			
School	District	State	Points
			0
			1
			2
			3
			4
			NR
			Mean:

10 Why do an astronaut's muscles weaken on a space flight?

- ○ **A.** Muscles shrink in space.
- ○ **B.** Muscles don't have to work hard.
- ○ **C.** The bones become heavier.
- ○ **D.** Blood doesn't flow as easily.

Item Information:

Correct Answer: B

Strand: Informational—comprehends important ideas and details

Learning Target: Demonstrate understanding of major ideas and supportive details

Performance Data (Use this space to fill in student performance information for your school, district, and the state.):

Percent Distribution			
School	District	State	Responses (* = correct response)
			A
			B*
			C
			D
			NR

11 According to the selection, what is one difference between living on Earth and living on a spaceship in flight?

- ○ **A.** On a spaceship in flight you eat more often.
- ○ **B.** You can consume liquids more easily on Earth.
- ○ **C.** Living on Earth allows you to expend less energy.
- ○ **D.** On a space flight you don't know up from down.

Item Information:

Correct Answer: D

Strand: Informational—analyzes, interprets, and synthesizes

Learning Target: Compare/contrast elements of the text or make connections within the text

Performance Data (Use this space to fill in student performance information for your school, district, and the state.):

Percent Distribution			
School	District	State	Responses (* = correct response)
			A
			B
			C
			D*
			NR

12 Do you agree or disagree with the following statement?

Scientists will find a way to solve the problems associated with microgravity.

Support your answer with information from the selection.

Item Information:

Score points: 2 (see pages 37-40 for examples of each score point)

Strand: Informational—thinks critically

Learning Target: Evaluate reasoning and ideas related to the text

Performance Data (Use this space to fill in student performance information for your school, district, and the state.):

Percent Distribution			
School	District	State	Points
			0
			1
			2
			NR
			Mean:

Scoring Guide for question number 7:

A **2-point response** appropriately summarizes the selection by providing at least three main points shown here with possibilities for specific references:

Information about microgravity
- definition
- bad for body
- bad for astronauts

The problem(s) it involves (effects)
- balance
- space sickness (vomiting)
- blood system works differently
- muscle weakness/atrophy
- up and down confusion
- bones lose calcium
- fainting

The need for a solution to the problem(s)
- suits
- exercise
- more study

A **1-point response** partially summarizes the selection by providing only two main points from the list above.

Annotated Example of a 2-point response for question number 7:

7 Summarize the main points of this selection in your own words. Be sure to include at least **three** main points in your summary.

The main points are in space flight there is microgavity and not any zero gravity. Microgravity does a down grade of the muscles and bones to make austronauts weaker and less active on earth. They must exerscize every day to keep their muscles and bones in shape.

Annotations:
This student response earns two points. It summarizes the selection by stating three main points. First, the response describes information about microgravity when it states, *"there is microgravity and not any zero gravity."* Second, the response describes the problems associated with microgravity when it states, *"microgravity does a down grade of the muscles and bones to make austronauts weaker and less active."* Third, the response demonstrates an understanding of the need for a solution to the problem when it says, *"They must exerscise every day to keep their muscles and bones in shape."*

Annotated Example of a 1-point response for question number 7:

7 Summarize the main points of this selection in your own words. Be sure to include at least **three** main points in your summary.

Gravity is very important. Without the weight of gravity, you can eventually become lighter and weaker because your bones slowly lose calcium. This happens when you don't have the weight of gravity to work against.

Annotations:
This student response earns one point. It summarizes the selection by selecting two of the three main points to discuss. It states information about microgravity when it says, *"Gravity is very important. Without the weight of gravity you can eventually become lighter and weaker."* Its second point summarizes the problem associated with gravity when it says, *"your bones slowly lose calcium."*

Annotated Example of a 0-point response for question number 7:

7 Summarize the main points of this selection in your own words. Be sure to include at least **three** main points in your summary.

The Author "Jack MYres" talks about the good and bad parts of gravity. He says that gravity can be a problem for the Astronauts space shuttle and he says that gravity is good in the way that we can launch satellites in the space.

Annotations:
This student response earns zero points. It does not summarize any of the three sections of the selection: information about microgravity, problems associated with microgravity, or the solutions for addressing the problems of microgravity. Its statements, *"gravity can be a problem for the Astronauts"* and *"gravity is good in the way that we can launch satellites,"* do not adequately address any of three major ideas of the selection.

Scoring Guide for question number 9:

A **4-point response** circles or identifies a choice and supports it with three text-based details.

Example (for "To suggest a drawback to space flight"): Microgravity can cause problems for travelers in space. It upsets the body's balancing system. It makes you feel sick.

Example (for "To explain how space flight works): Astronauts wear special suits that keep their blood more evenly distributed. They exercise on a stationary bicycle for several hours each day. They also have to deal with space sickness.

Example (for "To promote the space program"): The article says that American astronauts have lived in space for months. Two Russians hold a record for living in space for a year. A lot has been learned about microgravity and how to deal with its effects on humans.

A **3-point response** circles or identifies a choice and supports it with two text-based details.

A **2-point response** circles or identifies a choice and supports it with one text-based detail. **OR** it may or may not circle or identify a choice but gives three vague or superficial details.

A **1-point response** circles or identifies a choice, but supports it in a vague or superficial way. **OR** it gives two vague/superficial details.

Annotated Example of a 4-point response for question number 9:

9 What is the author's purpose in this selection? Circle your choice.

To explain how space flight works

To suggest a drawback to space flight

To promote the space program

Give **three** details from the selection to support your choice.

I think the author's purpose in this selection is to suggest a drawback in space flight. First They give examples of how people can get sick in space, then they tell how your muscles can deteriorate if you don't exercise under the influence of microgravity. Also, they tell about how most of your bones lose calcium and become weaker. Finally, in the last paragraph they tell about on a long space trip there might still be some unknown dangers.

Annotations:
This student response earns four points. It circles a choice and supports it with three specific details from the text. The first detail of support is *"they tell how your muscles can deteriorate if you don't exercise;"* the second detail of support is *"they tell about how most of your bones lose calcium and become weaker;"* and finally, the third detail of support is *"they tell about how on a long space trip there might still be some unknown dangers."*

Annotated Example of a 3-point response for question number 9:

9 What is the author's purpose in this selection? Circle your choice.

To explain how space flight works

To suggest a drawback to space flight

To promote the space program

Give **three** details from the selection to support your choice.

Gravity is very important. When going out to space about half of the austronauts get space sickness. This leads to vomiting. Fortunately it dosent last long. With out the gravity the astronauts bones loose calcium and get weaker. Austronauts need extra exercize in space. Exercize provides the bones and muscles with calcium so they can be in balance and in shape.

Annotations:
This student response earns three points. It circles a choice and supports it with two specific details from the text. The first detail of support is, *"austronauts get space sickness,"* and the second detail of support is *"Austronauts need extra exercise in space."* The final detail, *"Exercize provides the bones and muscles with calcium so they can be in balance and in shape"* does not support the circled choice.

Annotated Example of a 2-point response for question number 9:

9 What is the author's purpose in this selection? Circle your choice.

1 To explain how space flight works

2 To suggest a drawback to space flight

3 To promote the space program

Give **three** details from the selection to support your choice.

the author is mainly talking about how your body would react in a long period of time in space. like how your muscles would weaken and things like that. thats is why I picked number 1.

Annotations:
This student response earns two points. It circles a choice and supports it with one appropriate detail—*"talking about how your body would react in a long period of time in space"* and one inappropriate detail—*"how your muscles would weaken and things like that."* This detail is inappropriate because it does not support the circled choice, *"to explain how space travel works."*

Annotated Example of a 1-point response for question number 9:

9 What is the author's purpose in this selection? Circle your choice.

To explain how space flight works

To suggest a drawback to space flight

To promote the space program

Give **three** details from the selection to support your choice.

1. When you don't have gravity, you dont get much of a workout. 2. If you don't get a workout, muscles cannot work any longer. 3. You become weaker and unable to do much things.

Annotations:
This student response earns one point. It circles a choice and supports it with one text-based piece of information, *"you become weaker and unable to do much things."* Although the response makes two other statements, they are *"re-statements"* of the weaker statement and hence do not count as separate points.

Scoring Guide for question number 12:

A **2-point response** agrees and/or disagrees with the statement and supports the answer with relevant text-based information (if response both agrees and disagrees, it needs to have support for both).

Examples:

- I agree that they will. They already have two ways to solve these problems: wear special suits that fit tightly in certain places to keep the blood more normally distributed and exercise for several hours a day to provide action for bones and muscles.

or

- I disagree that they will. There are just too many unknown problems associated with microgravity to solve them all.

A **1-point response** agrees and/or disagrees with the statement but supports the answer in a vague or superficial way (if response both agrees and disagrees and has support for only one, it would receive 1 point).

Annotated Example of a 2-point response for question number 12:

12 Do you agree or disagree with the following statement?

Scientists will find a way to solve the problems associated with microgravity.

Support your answer with information from the selection.

I disagree because scientists can't really know what all harms microgravity can do for long periods of time such as three years unless they actually take a trip & that would contain having to take the risks of whatever possible harm microgravity does.

Annotations:
This student response earns two points. It disagrees with the statement and then supports its opinion with a text-based evidence when it says *"scientists can't really know what all harms microgravity can do for long periods of time such as three years unless they actually take a trip & that would contain having to take the risks of whatever possible harm microgravity does."*

Annotated Example of a 1-point response for question number 12:

12 Do you agree or disagree with the following statement?

Scientists will find a way to solve the problems associated with microgravity.

Support your answer with information from the selection.

No, because there is not a lot of chance they can even find all of the problems associated with microgravity.

Annotations:
This student response earns one point. It disagrees with the statement and then attempts to support it with the statement, *"there is not a lot of chance they can even find all of the problems associated with microgravity."* It does not have specific text-based information for support.

Annotated Example of a 0-point response for question number 12:

12 Do you agree or disagree with the following statement?

Scientists will find a way to solve the problems associated with microgravity.

Support your answer with information from the selection.

Yes, becuse it is a proble to people and amainls.

Annotations:
This student response earns zero points. It agrees with the statement, but it does not provide even vague text-based information for support. Its statement, *"Yes, becuse it is a proble to people and amainls,"* is insufficient for credit.

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